NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

130 School 9

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON PUBLIC SCHOOLS	School: School 9
Chief School Administrator: DR EVANS	Address: 6 Timothy Street, Paterson, NJ 07503 |
Chief School Administrator's E-mail:devans@paterson.k12.nj.us	Grade Levels: K-8
Title I Contact: Marguerite Sullivan	Principal: Ms. Warren
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: cwarren@paterson.k12.nj.us
Title I Contact Phone Number: 9733211000	Principal's Phone Number:973-321-0090

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $___320,500.00___, which comprised ___80___% of the school's budget in 2014-2015.

- State/local funds to support the school will be $___286,147.20___, which will comprise ___63___% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$42,951.00
School Based Literacy Supervisor Benefits			Benefit	$8,250.00
School Based Math Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$56,062.00
School Based Math Supervisor Benefits			Benefit	$13,944.00
School Based Bil/ELL Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$14,178.00
School Based Bil/ELL Supervisor Benefits			Benefit	$5,428.00
School Based SPED Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$14,008.00
School Based SPED Supervisor Benefits			Benefit	$5,288.00
School Based Data Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$4,003.00
School Based Data Supervisor Benefits			Benefit	$1,483.00

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Cicely Warren	Administration	Y	Y	Y	
Domenico Carriero	Administration	Y	Y	Y	
Chanie Peterson	Administration	Y	Y	Y	
Leslie Fodi	School	Y	Y	Y	
Gretchen Minadeo	School	Y	Y	Y	
Cathy Bernal	School	Y	Y	Y	
Maguie Kajajian	Community	Y	Y	Y	
Marika LoBue	School	Y	Y	Y	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/27/15	Main Office	Comprehensive Needs Assessment	X		X	
6/8/15		Schoolwide Plan Development	X			
6/8/15		Program Evaluation	X			X

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	"The school community of C. J. R. # 9 will recognize and foster the knowledge, talents, abilities and self-esteem of each student." CJR #9 sets high expectations for all of our students, so they can develop to their maximum potential and prepare to lead productive and rewarding lives in the twenty –first century. Our mission is to provide a nurturing environment within the framework of a challenging academic program. At CJR #9 we emphasize respect for self and others as important steps toward achieving this goal. Our school motto reinforces our philosophy: "You are college bound. The school work I am asking you to do is important, I know you can do it, and I won't give up on you. "

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? All components of the program were implemented as planned.

2. What were the strengths of the implementation process? Strategies that were implemented at the building level were implemented with fidelity.

3. What implementation challenges and barriers did the school encounter? Programs which have been effective in the past, but required additional technical support (SuccessMaker, My Access) were implemented later than their anticipated start date. Teachers were frequently pulled out of the classroom for District PD.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The weaknesses have been outlined in questions 1 and 3. The strengths were the buy in from all instructional staff and the ongoing progress monitoring of each strategy.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Each grade level participated in the needs assessment and a review of all intervention strategies currently in place. Feedback was solicited on a monthly basis during grade level meetings.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? As stated previously, perceptions of the staff were positive in that they played a prominent role in selecting the interventions and setting grade level goals. Additionally, staff members completed an online survey.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? While climate and culture survey results are not available at this time, community feedback has been positive as per feedback forms collected at the end of each Parent Academy, and anecdotal feedback. Attendance at Parent Academy workshops has increased each month.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Reading Recovery is a one on one intervention, as are Success Maker, Thinking Reader, Read About and My Access. LLI is an intervention delivered vial small group instruction, as is differentiated instruction.

9. How did the school structure the interventions? Students were initially identified based upon state assessment results, and MONDO Running Record. Upon implementation of the selected interventions, results were reviewed on a quarterly basis. Students who achieved benchmark status were exited from the intervention program and monitored.

10. How frequently did students receive instructional interventions? Students received interventions daily.

11. What technologies did the school use to support the program? Several of the interventions are web based which required the use of the computer lab and desktops in the classroom. In addition, SMART/ENO boards were used for demonstration.

12. Did the technology contribute to the success of the program and, if so, how? As several of the interventions are technology based,

   technology, or the lack of availability due to testing, had a great impact on the success of the program.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	45/131 Students (34%)	Not Available	Differentiated instruction, STARS Instructional Planning, Harcourt Intervention Small Groups/ Pull Out, Leveled/Guided Reading, 6+1 Writing, Peer Tutoring, Read About,90 Minute Literacy Blocks, IFL	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 5	67/137 Students (49%)	Not Available	Differentiated instruction, STARS Instructional Planning, Harcourt Intervention Small Groups/ Pull Out, Leveled/Guided Reading, 6+1 Writing, Peer Tutoring, Read About, 90 Minute Literacy Blocks, IFL	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 6	33/128 Students (26%)	Not Available	Thinking Reader; tutorials; 6 + 1 Traits of Writing; Differentiated instruction; STARS Instructional Planning; small group pullout sessions; 90 minute blocks, IFL	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 7	41/137 Students (30%)	Not Available	Thinking Reader; tutorials; 6+1 Traits of Writing; Differentiated instruction; STARS Instructional planning; small group pullout sessions; 90 minute blocks, IFL	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 8	23/135 Students (17%)	Not Available	Thinking Reader; tutorials; 6 + 1 Traits of Writing; Differentiated instruction; STARS Instructional Planning; small group pullout sessions; 90 minute blocks, IFL	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME

Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	28/131 Students (21%)	Not Available	SuccessMaker, small group instruction, differentiated instruction, math manipulative/ learning centers, before school and lunchtime tutorials and Stars Instructional planning Report, IFL.	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 5	26/137 Students (19%)	Not Available	SuccessMaker, small group instruction, differentiated instruction, math manipulative/ learning centers, before school and lunchtime tutorials and Stars Instructional planning Report, IFL.	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 6	6/128 Students (5%)	Not Available	SuccessMaker, small group instruction, differentiated instruction, math manipulative/ learning centers, before school and lunchtime tutorials and Stars Instructional planning Report, IFL.	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 7	20/137 Students (15%)	Not Available	SuccessMaker, small group instruction, differentiated instruction, math manipulative/ learning centers, before school and lunchtime tutorials and Stars Instructional planning Report, IFL.	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME
Grade 8	25/135 Students (19%)	Not Available	SuccessMaker, small group instruction, differentiated instruction, math manipulative/ learning centers, before school and lunchtime tutorials and Stars	STATE ASSESSMENT DATA NOT AVAILABLE AT THIS TIME

			Instructional planning Report, IFL, Kahn Academy.	
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	19/126 Students (15%) As of STAR Spring Testing window	7/49 students 14% STAR Spring Testing Window (Excluding ELLS)	Differentiated instruction, Phonics First	While the STAR Early Literacy results indicated in the chart reflect that 86% proficiency, students consistently demonstrated proficiency rates above 93% on the District Language Arts Unit Assessments. The intervention provided individualized instruction and employed a multisensory approach to literacy instruction.
Grade 1	46/165 Students (27.8%) As of STAR Spring Testing window	10/83 Students 12% STAR Spring Testing Window	Leveled Literacy Intervention, Reading Recovery, Phonics First	Students consistently demonstrated proficiency rates above 89% on District Language Arts Unit Assessments and improvement of at least two reading Levels as per the MONDO Running Record. LLI provides intensive reading comprehension strategies in a small group setting, while Reading Recovery provides one on one instruction to support comprehension skills.
Grade 2	79/160 Students (49%) As of STAR	42/124 34%	Leveled Literacy Intervention, Differentiated Instruction, Reading Recovery	Proficiency rates on the District Unit Assessments ranged from 89% on Unit 1 to 96%. LLI provides intensive reading comprehension strategies in a small group setting

	Spring Testing window		
Grade 9			
Grade 10			

Mathematics	2013 - 2014	2014 -2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten		1%as per Unit Assessment	Differentiated Instruction, Manipulatives, Instructional Technology (IPAD)	Proficiency rates have been consistently above 96% on the District Unit Assessments for Math.
Grade 1		19/82 students 23% As per Spring Star Assessment	Differentiated Instruction, Manipulatives, Instructional Technology (IPAD)	Proficiency rates have improved from 50% in Unit One to 95 % on the District Unit Assessments for Math. Review of the assessments and discussions with the teachers reveal that there were challenges with particular applications of concepts which required higher order thinking skills. These issues were addressed during PLCs and during re-teaching.
Grade 2	56/168 Students (33%) As of STAR Spring Testing window	26/118 students 22% As per Spring Star Assessment	Differentiated Instruction, Manipulatives, Instructional Technology (IPAD)	Proficiency rates on the District Unit Assessments for Math have ranged from 89% to 94%.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All students Grades 6-8	**CARS/FOCUS** Books Comprehension (Targeted assessment of reading comprehension skills)	Yes	STAR Assessment Unit Assessment	Students have shown consistent improvement as per the STAR Assessment. Grade 6 43% at benchmark Grade 7 50% at benchmark Grade 8 53% at benchmark
Math	Math Intervention students 3-8	**Success Maker** - With a strong focus on developing critical skills for reading, speaking and mathematics, Success Maker provides real world problems to help activate the link between accessing prior knowledge and acquiring new abilities to strongly develop and improve comprehension	Yes	Risk management report STAR/Unit Assessment results	Increased student achievement, from Intervention to Benchmark/ At Grade Level, as indicated by various assessments (NJASK, STARS, Benchmarks, and Teacher Made Tests). All grade levels implementing Successmaker demonstrated a steady increase in levels of proficiency as per District Unit Assessments and STAR Assessment in Math.
ELA	All Students Grades	**Guided Reading** -	Yes	STAR Assessment	Increased student achievement from

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	3-4	"…the first step toward fluent reading involves making sure kids have books they can actually read accurately and with comprehension." (*Proven Programs, Profits, and Practice* – Allington) When students are reading books above their instructional level, it causes them to read word by word with little comprehension causing learned dysfluency and reducing motivation.		Unit Assessment	Intervention to Benchmark/ At Grade Level as indicated by various assessments (STARS, DIBELS, Running Records, and Unit Assessment). Grade 3 56% at benchmark Grade 4 55% at benchmark Students in Grades 3 and 4 demonstrated increased proficiency as per the District Unit assessment in Language Arts.
ELA	Intervention students Grades 1-4	**LLI -** *The Continuum of Literacy Learning, PreK–8* consists of seven different learning continua and provides a detailed and comprehensive	Yes	STAR Assessment Running Record	Students consistently demonstrated proficiency rates above 91% - 96% on District Language Arts Unit Assessments and improvement of at least two reading Levels as per the MONDO Running Record. LLI provides intensive reading comprehension strategies in a small group setting.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level.			
ELA	All Students	**Thinking Reader** - Apply reading strategies to improve understanding and fluency; read and interpret a variety of literary works; understand and acquire new vocabulary; monitor their own comprehension and make modifications when understanding breaks down; answer different types and levels of questions	Yes	STAR Assessment, Unit Assessment	Increased student achievement from Intervention to Benchmark/ At Grade Level as indicated by STAR assessment.
ELA	All students grades 5-8	**My Access**- Provides real time feedback to students as they respond to various			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		writing tasks, utilizing the holistic scoring rubric.			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All students below benchmark	PARCC Readiness Grades 3-8 After school Program, PARCC Readiness Saturday Program, Summer School (3-8)	Yes	Summer School Roster STAR Assessment Results Unit Assessment Results	Proficient levels (Unit Assessment) & measurable growth (STARS) attained by all students. PARCC date not available at this time.
Math	All students below benchmark	PARCC Readiness Grades 3-8 After school Program, PARCC Readiness Saturday Program, Summer School (3-8)	Yes	Summer School Roster STAR Assessment Results Unit Assessment Results	Proficient levels (Unit Assessment) & measurable growth (STARS) attained by all students. PARCC date not available at this time.
ELA	Intervention students in Grade 1&2	CEIS Afterschool and Summer School program	Yes	I&RS referrals Running Record Unit Assessment data	Unit Assessment proficiency levels range from 86% to 96%
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Included in strategies above			
Math	ELLs	Included in strategies above			
ELA	Economically	Included in strategies			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	above			
Math	Economically Disadvantaged	Included in strategies above			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Collaborative Teaching	Yes	Lesson Plans, spot observations	Lesson plans for classroom teachers, resource staff and bilingual/ESL staff reflect alignment.
Math	Students with Disabilities	Collaborative Teaching	Yes	Lesson Plans, spot observations	Lesson plans for classroom teachers, resource staff and bilingual/ESL staff reflect alignment.
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Sheltered English Instruction	Yes	Lesson Plans, spot observations, BIL/ESL program exit forms.	Proficiency rates of 79% for ELLS as indicated by the Unit 5 Assessment
Math	ELLs	Collaborative Teaching	Yes	Lesson Plans, Spot observations	Lesson plans for classroom teachers, resource staff and bilingual/ESL staff reflect alignment.
ELA	Economically Disadvantaged	Included in the strategies above			
Math	Economically Disadvantaged	Included in the strategies above			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All students	Parent Academy	Yes	Agendas and sign in sheets	Attendance at the inservice trainings averaged 60 parents. Topics were selected by parents and covered a broad range of topics such as Common Core, The New Math, Make Your Own Board Game, Phonics First, Nutrition and Child Development.
Math	All students	Parent Academy	Yes	Agendas and sign in sheets	Attendance at the inservice trainings averaged 60 parents. Topics were selected by parents and covered a broad range of topics such as Common Core, The New Math, Make Your Own Board Game, Phonics First, Nutrition and Child Development.
ELA	All students	HCS Meetings and Parent Forums	Yes	Agendas and sign in sheets	Increased parental involvement as indicated by sign in sheets and agendas.
Math	All students	HCS Meetings and Parent Forums	Yes	Agendas and sign in sheets	Increased parental involvement as indicated by sign in sheets and agendas.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All students	Transition Breakfast	Yes	RSVP, and attendance Library card applications	Supplemental materials were provided to all parents to support students' transition to the next grade. Teachers gave an overview of the curriculum and their expectations for the next year.
Math	All students	Transition Breakfast	Yes	RSVP, and attendance Library card applications	Supplemental materials were provided to all parents to support students' transition to the next grade. Teachers gave an overview of the curriculum and their expectations for the next year.
ELA	All Students All subjects	Principal's Dinner-incentive program	Yes	Family attendance List of honorees	The first year of implementation, 130 students were recognized for being on the Honor Roll all year. For the past two years, 178 students were honored.
ELA	Economically Disadvantaged	Included in the data above			
Math	Economically Disadvantaged				
ELA		Included in the data above			
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Unit Assessment STAR Early Literacy/Reading Assessment	• 70% of students scored at or above proficient on K Unit 1 LAL Assessment • 94% of students scored at or above proficient on K Unit 2 LAL Assessment • 93% of students scored at or above proficient on K Unit 3 LAL Assessment • 91% of students scored at or above proficient on K Unit 5 LAL Assessment • 88% of students scored at or above proficient on Grade 1 Unit 1 LAL Assessment • 89% of students scored at or above proficient on Grade 1 Unit 2 LAL Assessment • 94% of students scored at or above proficient on Grade 1 Unit 3 LAL Assessment • 88% of students scored at or above proficient on Grade 1 Unit 5 LAL Assessment • 89% of students scored at or above proficient on Grade 2 Unit 1 LAL Assessment • 95% of students scored at or above proficient on Grade 2 Unit 2 LAL Assessment

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• 96% of students scored at or above proficient on Grade 2 Unit 3 LAL Assessment
		• 88% of students scored at or above proficient on Grade 2 Unit 5 LAL Assessment
		• 29% of students scored at or above proficient on Grade 3 Unit 1 LAL Assessment
		• 53% of students scored at or above proficient on Grade 3 Unit 2 LAL Assessment
		• 73% of students scored at or above proficient on Grade 3 Unit 3 LAL Assessment
		• 46% of students scored at or above proficient on Grade 3 Unit 5 LAL Assessment
		• 29% of students scored at or above proficient on Grade 4 Unit 1 LAL Assessment
		• 53% of students scored at or above proficient on Grade 4 Unit 2 LAL Assessment
		• 73% of students scored at or above proficient on Grade 4 Unit 3 LAL Assessment
		• 75% of students scored at or above proficient on Grade 4 Unit 5 LAL Assessment
		• 27% of students scored at or above proficient on Grade 5 Unit 1 LAL Assessment
		• 64% of students scored at or above proficient on Grade 5 Unit 2 LAL Assessment
		• 50% of students scored at or above proficient on Grade 5 Unit 3 LAL Assessment
		• 61% of students scored at or above proficient on Grade 5 Unit 5 LAL Assessment

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• 28% of students scored at or above proficient on Grade 6 Unit 1 LAL Assessment • 53% of students scored at or above proficient on Grade 6 Unit 2 LAL Assessment • 42% of students scored at or above proficient on Grade 6 Unit 3 LAL Assessment • 24% of students scored at or above proficient on Grade 6 Unit 5 LAL Assessment • 70% of students scored at or above proficient on Grade 7 Unit 1 LAL Assessment • 57% of students scored at or above proficient on Grade 7 Unit 2 LAL Assessment • 29% of students scored at or above proficient on Grade 7 Unit 3 LAL Assessment • 49% of students scored at or above proficient on Grade 7 Unit 5 LAL Assessment • 75% of students scored at or above proficient on Grade 8 Unit 1 LAL Assessment • 56% of students scored at or above proficient on Grade 8 Unit 2 LAL Assessment • 44% of students scored at or above proficient on Grade 8 Unit 3 LAL Assessment • 18% of students scored at or above proficient on Grade 8 Unit 5 LAL Assessment **Star Results: Spring** K- Early Literacy 86% Proficient Gr 1 Early Literacy 88% Proficient Gr 2- 66% Proficient

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Gr 3 56% Proficient
		Gr 4 55% Proficient
		Gr 5 57% Proficient
		Gr 6 43% Proficient
		Gr 7 50% Proficient
		Gr 8 53% Proficient
Academic Achievement - Writing		
Academic Achievement - Mathematics		96% of students scored at or above proficient on K Unit 1 Math Assessment 98% of students scored at or above proficient on K Unit 2 Math Assessment 99% of students scored at or above proficient on K Unit 3 Math Assessment 99% of students scored at or above proficient on K Unit 5 Math Assessment 50% of students scored at or above proficient on Grade 1 Unit 1 Math Assessment 91% of students scored at or above proficient on Grade 1 Unit 2 Math Assessment 95% of students scored at or above proficient on Grade 1 Unit 3 Math Assessment 97% of students scored at or above proficient on Grade 1 Unit 5 Math Assessment 90% of students scored at or above proficient on Grade 2 Unit 1 Math Assessment 89% of students scored at or above proficient on Grade 2 Unit 2 Math Assessment

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• 94% of students scored at or above proficient on Grade 2 Unit 3 Math Assessment
		• 88% of students scored at or above proficient on Grade 2 Unit 5 Math Assessment
		• 52% of students scored at or above proficient on Grade 3 Unit 1 Math Assessment
		• 50% of students scored at or above proficient on Grade 3 Unit 2 Math Assessment
		• 72% of students scored at or above proficient on Grade 3 Unit 3 Math Assessment
		• 73% of students scored at or above proficient on Grade 3 Unit 5 Math Assessment
		• 41% of students scored at or above proficient on Grade 4 Unit 1 Math Assessment
		• 36% of students scored at or above proficient on Grade 4 Unit 2 Math Assessment
		• 59% of students scored at or above proficient on Grade 4 Unit 3 Math Assessment
		• 47% of students scored at or above proficient on Grade 4 Unit 5 Math Assessment
		• 20% of students scored at or above proficient on Grade 5 Unit 1 Math Assessment
		• 31% of students scored at or above proficient on Grade 5 Unit 2 Math Assessment
		• 14% of students scored at or above proficient on Grade 5 Unit 3 Math Assessment
		• 41% of students scored at or above proficient on Grade 5 Unit 5 Math Assessment

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• 65% of students scored at or above proficient on Grade 6 Unit 1 Math Assessment • 55% of students scored at or above proficient on Grade 6 Unit 2 Math Assessment • 54% of students scored at or above proficient on Grade 6 Unit 3 Math Assessment • 82% of students scored at or above proficient on Grade 6 Unit 5 Math Assessment • 65% of students scored at or above proficient on Grade 7 Unit 1 Math Assessment • 34% of students scored at or above proficient on Grade 7 Unit 2 Math Assessment • 47% of students scored at or above proficient on Grade 7 Unit 3 Math Assessment • 43% of students scored at or above proficient on Grade 7 Unit 5 Math Assessment • 26% of students scored at or above proficient on Grade 8 Unit 1 Math Assessment • 26% of students scored at or above proficient on Grade 8 Unit 2 Math Assessment • 36% of students scored at or above proficient on Grade 8 Unit 3 Math Assessment • 61% of students scored at or above proficient on Grade 8 Unit 5 Math Assessment **STAR Spring Assessment** Gr 1 77% Proficient Gr2 78% Proficient

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Gr 3 63% Proficient Gr 4 69% Proficient Gr 5 74% Proficient Gr 6 79% Proficient Gr 7 84% Proficient Gr 8 80% Proficient
Family and Community Engagement	HSC Parent Forums Parent Teacher Conferences Parent Academy	Average attendance for Back To School Night and Report Card Conferences 1,100 Parents Average attendance for Parent Forums and HSC meetings 25-60 parents.
Professional Development	Renaissance/STAR Assessment IFL PLC RTI STAR Learning Progression Professor in Residence (Reforms Grant) Effective Objectives and Demonstrations of Learning (DOL) Staff Surveys Leveled Literacy Instruction (LLI) Reading Recovery Smart Board/Eno Board	Staff development needs were assessed via staff survey and reorganization questionnaires. Evaluation instruments provide feedback regarding the professional development provided. Ongoing professional development will maintain a focus on questioning techniques to enhance comprehension and higher order thinking skills, technology implementation, dissemination of best practices and differentiated instruction.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Collaborative Teaching/Inclusion Strategies	
Leadership	Administrator's Academy Effective Schools Model PIR IFL Leaders as Learners	Improved quality of instruction as measured by spot observations and Learning Walks. All administrators have been trained on the teacher evaluation rubric as well as the principal's rubric. Administrators have conducted and supported staff development related to effective lesson objectives and demonstrations of learning as well as Response to Intervention (RTI).
School Climate and Culture	School Climate and Culture Survey School Spirit Days Staff Recognition Luncheon Social Committee Student Service Projects Cougar Times Cougars Go Green Cougars Conquering Cancer National Junior Honor Society Girl Scouts Holiday Fundraisers and Care Packages Fun Fair SAT Student of the Month Student v Staff Athletics	Students and staff achievements are recognized and celebrated. Quarterly staff gatherings and School Spirit Days promote unity and school identity. Staff and students overwhelmingly (95%-99%) reported positive views of school climate, safety, leadership and instructional program based upon the School Climate and Culture Survey.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School-Based Youth Services	Student Assistance Coordinator Guidance Counselors Harassment Intimidation Bullying (HIB) Specialist Intervention and Referral Services (I & RS) Committee	Weekly peer counseling sessions were conducted for self esteem, anger management, study skills and interpersonal skills. Student led conferences allowed students to present their portfolios and annual progress to parents and advisors. HIB Specialist and School Safety Team conducted informational sessions for students and parents, and an awareness campaign to prevent bullying on school grounds and in cyberspace. Monthly meetings were held with parents, case managers and guidance counselors to review student progress and evaluate the effectiveness of intervention strategies.
Students with Disabilities	Included in data for all students	
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	Included in data for all students	
Economically Disadvantaged	Included in data for all students	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

1. What process did the school use to conduct its Comprehensive Needs Assessment? The school needs assessment was conducted via staff and parent surveys, School Action Team meetings, grade level and vertical planning meetings, observations and learning walks, and a schoolwide examination of achievement data.

2. What process did the school use to collect and compile data for student subgroups? Student data is obtained from the District information system, Performance Matters, Infinite Campus and Renaissance. Data is also disaggregated manually by classroom teachers and interdisciplinary coaches. All teachers maintain a data binder which is reviewed on an ongoing basis during weekly grade level meetings and monthly meetings with administration.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?   Assessment protocols are monitored and uniformly applied. The state assessments and STAR Assessment provide reliable, standardized data which allows staff to examine student achievement relative to the District, the state and School Peer Group.

4. What did the data analysis reveal regarding classroom instruction? Targeted intervention strategies to support reading comprehension, such as Thinking Reader, and Read About must be implemented with fidelity to improve performance of our subgroups. An increased focus on small group and differentiated instruction are necessary as well.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff development conducted to address writing has been effective; however, there remains a need for professional development to address deficiencies in reading comprehension. The data has also revealed a need for the improved implementation of best practices in Math instruction in particular elementary grades where teachers do not have a strong Math background.

6. How does the school identify educationally at-risk students in a timely manner? At risk students are identified through DIBELS, DRA, ACCESS, STAR and state assessments. All instructional staff, including specialists (Art, Music, etc.) met at the start of the school year to

analyze STAR and NJ ASK results from the previous Spring. Instructional staff analyzes assessment data on an ongoing basis to evaluate intervention strategies.

7. How does the school provide effective interventions to educationally at-risk students? Educationally at risk students are provided assistance through differentiated instruction, small group instruction, and work with cooperating teachers who provide in class support and daily intervention. English Language Learners and Special Education students receive in class support and pull out instruction. Students who continue to struggle are referred to the Intervention and Referral Services Committee for monitoring and further evaluation.

8. How does the school address the needs of migrant students? NA

9. How does the school address the needs of homeless students? NA

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers meet in Professional Learning Communities with their grade level colleagues on a weekly basis to examine data, develop SMART goals, and reflect upon their instructional practices. Grade level teams meet with Administration on a monthly basis to discuss progress towards their instructional goals, curriculum alignment and needs for PD, and administrative support. Interdisciplinary coaches conduct vertical meetings for teachers of Math and Language Arts. Intervention documentation is reviewed to assess student performance throughout the year.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Students and teachers from Concerned Parents for Head Start visit our kindergarten classrooms for a half day each year to experience a typical kindergarten class. Representatives from the High School guidance and athletic departments conduct an assembly for our eighth grade students to describe the programs available to them in High School. In addition to Back to School Night, separate meetings are held for seventh and eighth grade students and parents to outline the curriculum, expectations, and support services

provided by the school. The purpose of these activities is to provide a framework for parents and students as they prepare for the next phase of their educational career.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The priority problems were identified after examination of Unit Assessment data, surveys and interviews of instructional staff and discussions between stakeholders and the School Action Team.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Building Reading Comprehension	Numerical Operations and Problem Solving
Describe the priority problem using at least two data sources	NJ ASK Working with Text (3-5)- 51%, (6-8)- 44%) NJ ASK Analyzing Text (3-5)- 44%, (6-8)- 59% STARS Baseline (3-5) 65.7% (6-8) 61.7%	NJASK Grade Level (3-5) 72.5%, Grade Levels (6-8) 66.26% Stars Assessment Grades Levels (3-5) 76.3%, Grades Levels (6-8) 86.3%
Describe the root causes of the problem	Large class size, large student ESL (English as a second language) population beyond the classified ELL students, mobility & extended absences due to families traveling to their native countries, limited vocabulary, lack of background knowledge required to connect course content to prior knowledge	Large class size, lack of basic skills and practice in mathematics, weak reading comprehension, lack of technological support for computer based intervention programs.
Subgroups or populations addressed	All Students	All students
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Math
Name of scientifically research based intervention to address priority problems	Reading Recovery, Waterford, Fundations, Phonics First, Leveled Literacy Intervention	SuccessMaker is a self adjusting mathematics tool. Stars Assessment
How does the intervention align with the Common Core State Standards?	All programs were selected based upon their alignment to the NCCSS	Program was selected based upon its alignment to the NCCSS

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Appropriate Intervention Strategies for at risk students in Math and Language Arts	
Describe the priority problem using at least two data sources	At risk students in Math are those just missing the knowledge to be proficient. On the NJASK, it would be any child who scores a 190-205 who is not SPED or bilingual. Cut Scores for PARCC have not been determined.	
Describe the root causes of the problem	At risk students in Math are those just missing the knowledge to be proficient. On the NJASK, it would be any child who scores a 190-205 who is not SPED or bilingual.	
Subgroups or populations addressed	Students scoring below the 40PR on the STAR Assessment in Math who are not classified as SPED or bilingual. Students in grades 1-3 who are reading at Level A as indicated by MONDO assessment, and Intervention as indicated by the STAR assessment.	
Related content area missed (i.e., ELA, Mathematics)	Language Arts, Math	
Name of scientifically research based intervention to address priority problems	Leveled Literacy Intervention Reading Recovery Success Maker Phonics First	
How does the intervention align with the Common Core State Standards?	All programs were selected based upon their alignment to the NCCSS	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;					
ELA	All students grades 6-8	**CARS/FOCUS** Books Comprehension (Targeted assessment of reading comprehension skills)	All LAL staff Grades 6-8	75% of students will score proficient as per CARS and FOCUS Assessments (Score of 75% or higher)	Duke; Pearson, 2002
Math	All students below benchmark Intervention students 3-8	**Success Maker** - With a strong focus on developing critical skills for reading, speaking and mathematics, Success Maker provides real world problems to help activate the link between accessing prior knowledge and acquiring new abilities to strongly develop and improve comprehension	All Staff 3-8	Increased student achievement, from Intervention to Benchmark/ At Grade Level, as indicated by various assessments (PARCC, STARS, Unit Assessments, and Teacher Made Tests).	Success Maker Pearson Education, Inc
ELA	Homeless	NA			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

		ESEA §1114(b)(I)(B) strengthen the core academic program in the school;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	All students in grades 1-3 who are below benchmark.	**LLI -** *The Continuum of Literacy Learning, PreK–8* consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level.	Intervention Staff Administration	Increased student achievement from Intervention to Benchmark/ At Grade Level as indicated by various assessments (PARCC, STARS, Running Records, and Unit Assessments).	Fountas; Pinnell 2010
ELA	All students grades 5-8	**My Access-** Provides real time feedback to students as they respond to various writing tasks,	LAL Staff 5-8	Improved student performance (score of 4 or better) on quarterly writing assessments as measured by holistic scoring rubric.	Gehsmann, EdD. 2011

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

	ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;				
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		utilizing the holistic scoring rubric.			
Math	Economically Disadvantaged				
ELA	All students grades 3-4	**Guided Reading** - "…the first step toward fluent reading involves making sure kids have books they can actually read accurately and with comprehension." (*Proven Programs, Profits, and Practice* –Allington) When students are reading books above their instructional level, it causes them to read word by word with little comprehension causing learned dysfluency and reducing motivation.	All Instructional Staff 3-4	Increased student achievement from Intervention to Benchmark/ At Grade Level as indicated by various assessments (PARCC, STARS, Running Records, and Unit Assessments).	Fountas; Pinnell 2010

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
All Subjects	All Students	Differentiated Instruction	All Staff	Increased student achievement from Intervention to Benchmark/ At Grade Level as indicated by various assessments (PARCC, STARS,Running Records, and Unit Assessments).	Allan; Tomlinson, 2000 Wiggins; McTighe 2010

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All students who are below benchmark	PARCC Readiness Grades 3-8 After school Program, PARCC Readiness Saturday Program, Summer School (3-8) CEIS Summer, and afterschool Programs	All staff	Proficient levels PARCC/ Unit Assessments & measurable growth (STARS) student performance attained by all students. Fewer students referred to the I&RS team.	
Math	All students who are	PARCC Readiness	All staff	Proficient levels PARCC/ Unit	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	below benchmark	Grades 3-8 After school Program, PARCC Readiness Saturday Program, Summer School (3-8)		Assessments & measurable growth (STARS) student performance attained by all students.	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Collaborative Teaching	All instructional staff	Lesson plans for classroom teachers, resource staff and bilingual/ESL staff reflect alignment.	Cook; Lynne, 1995
Math	Students with Disabilities	Collaborative Teaching	All instructional staff	Lesson plans for classroom teachers, resource staff and bilingual/ESL staff reflect alignment.	Cook; Lynne, 1995
ELA	Homeless	NA			
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant				
ELA	ELLs	Collaborative Teaching	All instructional staff	Lesson plans for classroom teachers, resource staff and bilingual/ESL staff reflect alignment.	Cook; Lynne, 1995
Math	ELLs	Collaborative Teaching	All instructional	Lesson plans for classroom teachers,	Cook; Lynne, 1995

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			staff	resource staff and bilingual/ESL staff reflect alignment.	
ELA	Economically Disadvantaged	My Access	Language Arts staff grades 5-8	Improved student performance in writing as measured by teacher made tests and Unit Assessments	Gehsmann, EdD. 2011
Math	Economically Disadvantaged	Differentiated Instruction	All instructional staff	Lesson plans and spot observations reflect differentiated activities.	Allan; Tomlinson, 2000 Wiggins; McTighe, 2010
ELA	All students, all subject areas	*Professor In Residence (William Paterson University)	Administration PIR Instructional Staff	Staff attendance at workshops offered at WPU, and by consultants on site.	
Math	All students, all subject areas	Professional Learning Communities	Administration All instructional staff	Lesson plans reflect data driven instruction.	DuFour, 2004; Massey, 2011; McLaughlin & Talbert, 2006; Schmoker, 2006
Math ELA	All students, all subject areas	On-site Instructional Teams	School Based On-Site content	Star assessments Unit Benchmarks	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non-categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic	Supervisors		Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		and operational data to inform effective and engaging instruction in each classroom. The Supervisory team members will also conduct both long and short observations to provide support and job-embedded professional development			(Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? All stakeholders will play a role in evaluating the schoolwide program. Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The review will be conducted internally, by school staff and externally by the Assistant Superintendent during observations.

2. What barriers or challenges does the school anticipate during the implementation process? The recent Reduction in Force will have a profound impact on our ability to provide the early intervention programs identified to address our priority problems.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The strategies are developed with and monitored by all stakeholders on an ongoing basis during PLCs and grade level meetings with administrators.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? The strategies are developed with and monitored by all stakeholders on an ongoing basis during PLCs and grade level meetings with administrators.

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Feedback is solicited from community stakeholders during Parent Academy and PTO meetings. The Parent Action Team also provides ongoing feedback.

6. How will the school structure interventions? Interventions are based upon the grade level curriculum, student achievement data and a needs assessment which is conducted on a quarterly basis.

7. How frequently will students receive instructional interventions? Students will receive interventions 3-6 times per week based upon the design of the specific intervention.

8. What resources/technologies will the school use to support the schoolwide program? School based supervisors, PLCs, SuccessMaker, My Access, Thinking Reader, Edivation and grade level meetings will all be used to support the schoolwide program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? STAR, Unit assessment, Running Record, state assessments, and SGO's will be used to measure the effectiveness of each intervention.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Data is shared during the opening inservice as well as weekly PLCs and monthly Grade Level Meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	HCS Meetings and Parent Forums	Administration HSC Cabinet Parent Liaison	Increased parental involvement as indicated by sign in sheets and agendas.	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.
Math	Students with Disabilities	HCS Meetings and Parent Forums	Administration HSC Cabinet Parent Liaison	Increased parental involvement as indicated by sign in sheets and agendas.	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.
ELA	Homeless	NA			
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant				
ELA	ELLs	Parent Academy- Make and Take & Phonics First	Administration HSC Cabinet Parent Liaison Instructional Staff	Parents will leave with resources and multisensory strategies to reinforce basic skills in LAL and Math.	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs				
ELA	Economically Disadvantaged	Parent Academy	Administration HSC Cabinet Parent Liaison Instructional Staff	Attendance at monthly parent inservice trainings will result in reinforcement of study skills at home.	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.
Math	Economically Disadvantaged	Parent Academy	Administration HSC Cabinet Parent Liaison Instructional Staff	Attendance at monthly parent inservice trainings will result in reinforcement of study skills at home	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.
ELA	Grades K-2	Transition Breakfast	School Action Team and SCIP	Supplemental materials will be provided to all parents to support students' transition to the next grade. Parent RSVPs and library card applications	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.
All Subjects	Grades 2-7	Principal's Dinner	School Action Team, SCIP	Student and parent RSVPs. This activity is an incentive program, which celebrates student achievement. The third annual dinner honored 178 students and their parents.	Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number 400-86-0006.

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy? Parents will be engaged in the development of their parent involvement policy via school based PTOs, District-Wide PTO Leadership activities and School-based Action Teams.

3. How will the school distribute its written parent involvement policy? The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.

4. How will the school engage parents in the development of the school-parent compact? Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact? Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.

6. How will the school report its student achievement data to families and the community? Student achievement data will be reported to families via quarterly supplementary reports and conferences, Renaissance, and STAR Parent Reports.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?NA

8. How will the school inform families and the community of the school's disaggregated assessment results? NA

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders.

10. How will the school inform families about the academic achievement of their child/children? Families will be informed of student progress via quarterly supplementary reports, conferences, Intervention and Referral Services Meetings and EnGrade, an online progress monitoring and communication platform. In addition, ParentLink will be used to notify parents of upcoming events and meetings, and student and staff accomplishments will be shared in the school newsletter.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Strategies will be driven by school-based action team activities that are developed in conjunction with parents, community stakeholders, and school-based staff. In addition, when possible, exposure activities for parent such as local Family College Tours. The school will continue to support access to

parent education programs via the district's Paterson Parent University programs, the School Nine Parent Academy, the Transition Breakfast, School-based Parent and Teacher organizations, and district-wide parent recognition programs

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	112	HR Department recruits candidates who possess content area certifications and Highly Qualified status. Building and District level professional development, mentoring.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	15	Constant communication/ collaboration amongst the staff and administration, building level professional development opportunities.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursement, professional development session opportunities, Teacher of the Year incentives,	**Human Resources School Leadership Team**